

**Work Plan for the Activities of the Committee on Mathematics Achievement
mandated by HB 93**

ACTIONS REQUIRED	TIMELINE
<u>Committee for Mathematics Achievement</u>	
Appoint Committee for Mathematics Achievement. (Committee is attached to KDE for administrative purposes.)	April 19, 2005
Appoint temporary chair of the Committee for Mathematics Achievement (appointment through consensus by the president of the Council on Postsecondary Education and the Commissioner of Education prior to the first meeting). The committee elects chair by majority vote.	April 19, 2005
Convene Committee for Mathematics Achievement.	May 19, 2005
Commissioner of Education begins RFP process to contract with a mathematics-trained professional to provide part-time staff support to the committee. The commissioner of education and the president of the council shall reach consensus on the person to fill the position.	June 1, 2005
Committee for Mathematics Achievement develops a multi-faceted strategic plan to improve student achievement in mathematics at all levels of schooling, preschool through postsecondary and adult, and presents the draft strategic plan to EAARS.	August 2005
Committee for Mathematics Achievement makes recommendations to the KDE/KBE for criteria to be included in administrative regulations promulgated by the Board that define eligibility and parameters for the grant program.	September 2005
Committee revises draft based on EAARS feedback.	August 2005-July 2006
Committee for Mathematics Achievement designs a statewide PD program that includes summer mathematics institutes at colleges and universities, follow-up, and school-based support services to prepare teams of teachers as coaches and mentors of mathematics at all school levels to improve student achievement (funded through the Teachers' Professional Growth Fund). (Statewide mathematics institutes to train coaches and mentors, PD program for highly trained mathematics intervention teachers in the primary program.)	PD program operational no later than June 1, 2006
Committee presents strategic plan to Interim Joint Committee on Education. (Committee shall periodically review the strategic plan)	July 15, 2006
Committee provides final written report on committee activities to the Interim Joint Committee on Education and LRC.	December 1, 2006
Committee collaborates with the Center for Mathematics.	Ongoing
<u>Mathematics Achievement Fund</u>	
Funds designated to support the Center for Mathematics are appropriated to CPE. Funds designated for grants for school districts or to support the Mathematics Achievement Committee are administered by KDE.	
KBE promulgates administrative regulations relating to the two-	September 2005-

<p>year renewable grants for local school districts based on recommendations from the Mathematics Achievement Committee, the Secretary of the Education Cabinet, the Commissioner of Education and the Center for Mathematics.</p> <ul style="list-style-type: none"> • Draft regulation based on advice from the Committee on Mathematics Achievement (September 2005) • Submit regulation to Kentucky Board of Education for Review (October 2005) • Submit regulation to Kentucky Board of Education for Action (December 2005) • Schedule public hearing • Provide for public comment period • File a statement of consideration • Submit regulation for review by the Administrative Regulation Review Subcommittee (ARRS) • Submit regulation for second reviewing subcommittee 	March 2006
KDE submits annual report to Interim Joint Committee on Education no later than Sept. 1 of each year outlining use of grant funds.	September 1 annually
KDE, with input from the Committee and the Center, conducts a statewide needs assessment of the resources needed in each school to help each child achieve proficiency in mathematics by 2014 and report cost estimate to Interim Joint Committee on Education.	Due November 1, 2007
Fund will be used to support the implementation of diagnostic assessments and interventions, pay for coaches/mentors, renewable contracts with school districts, and operational funds for the Committee. (\$3.9 million, through KDE)	Ongoing
<p><u>Professional Growth Fund (teacher reimbursement for PD, grants to local school districts, colleges and universities)</u></p>	
<p>KDE revises current Professional Growth Fund Regulation to reflect changes of HB 93 including the application and approval process for receipt of funds and amended changes for use of funds. Priority for the funds through 2009-2010 shall be to train teachers from all school levels in statewide institutes as reading coaches and mentors (priority in reading to training teachers in grades 4 through 12) or as mathematics coaches and mentors, and for selected teachers to be trained in diagnostic assessment and intervention services for students in the primary program.</p> <ul style="list-style-type: none"> • Draft regulation based on advice (September 2005) • Submit regulation to Kentucky Board of Education for Review (October 2005) • Submit regulation to Kentucky Board of Education for Action (December 2005) • Schedule public hearing • Provide for public comment period • File a statement of consideration • Submit regulation for review by the Administrative Regulation Review 	<p>September 2005-March 2006</p> <p>Implementation no later than June 1, 2006</p>

<p>Subcommittee (ARRS)</p> <ul style="list-style-type: none"> • Submit regulation for second reviewing subcommittee 	
KDE coordinates the development of the statewide program to train reading coaches and mentors with recommendations from the Collaborative Center for Literacy Development and the reading steering committee established in KRS 158.794 (Priority to teachers in grades 4-12).	Implement no later than June 1, 2006
KDE provides administrative support and oversight to programs to train classroom coaches and mentors to help teachers with reading and mathematics instruction.	Ongoing
School councils at all school levels are encouraged to identify and allocate resources to qualified teachers to become coaches and mentors in mathematics or mentors in reading.	Ongoing
Local school boards and superintendents shall provide resources, whenever possible, to supplement or match state and federal resources to support teachers, school administrators, and school councils in helping students achieve proficiency in reading and mathematics.	Ongoing
Local school superintendents shall provide leadership and resources to principals of all schools to facilitate curriculum alignment, communications, and technical support among schools to ensure that all students are academically prepared to move to the next level of schooling.	Ongoing
KDE administers the fund and provides accounting of fund expenditures for each biennium to the Interim Joint Committee on Education.	November 1 of each odd-numbered year
Funds may be used to provide grants to local school districts or colleges and universities. Funds will be used to train and support teachers as reading and mathematics coaches and to train teachers in using diagnostic and intervention programs. (\$4.3 million, through KDE)	
<u>Center for Mathematics</u>	
Council on Postsecondary Education (CPE) shall select a location for the center at a university using a request for proposal process. The initial cycle for the Center runs through July 1, 2011.	January 1, 2006
CPE will use an RFP process to locate the center. In developing the RFP, the CPE will work cooperatively with the Commissioner and the Committee.	Prior to selection of location for the Center.
Center acts as a clearinghouse, collaborates with Kentucky's postsecondary institutions, provides teacher training, maintains a demonstration and training site for mathematics located at each of the public universities and advises KDE and KBE. It designs professional development program to provide highly trained mathematics intervention teachers in the primary program.	
Make available professional development for teachers in reliable, research-based diagnostic assessment and intervention strategies,	

coaching and mentoring models, and other programs in mathematics.	
Funding for the Center is provided in the CPE's budget allocation from the General Assembly (\$400,000 for operational expense and \$500,000 for training).	
<u>KDE and Center Collaborative Activities</u>	
KDE publicizes <ul style="list-style-type: none"> • PD opportunities, • Methods of measuring effective PD, • The availability of high quality instructional materials, • Developmentally appropriate screening and diagnostic assessments of student competency in mathematics and reading 	Ongoing
KDE <ul style="list-style-type: none"> • Provides access to samples of units of study, annotated student work, diagnostic instruments and research findings • Gives guidance on parental engagement. 	Ongoing
KDE conducts an annual review of the state grant programs it manages and makes recommendations, when needed, to the Interim Joint Committee on Education for changes to statutory requirements that are necessary to gain a greater return on investment.	Annual
KDE and the Center make available to schools <ul style="list-style-type: none"> • Information regarding diagnostic assessment and intervention programs and coaching and mentoring programs of proven-practice • Technical assistance to potential applicants and grant recipients • A list of PD providers offering teacher training in diagnostic assessment and intervention strategies and coaching and mentoring • Information on how to communicate to parents effective ways of interacting with their children to improve mathematics concepts, skills, and understanding. 	Ongoing
<u>Other Funding Sources</u>	
The Mathematics/Science Partnership funds and other federal and state grant programs can be coordinated through KDE and CPE to align with the strategic plan developed by the Committee. Local schools and districts will provide local resources, whenever possible, to supplement or match state and federal resources to support teachers, school administrators, and school councils in helping students achieve proficiency in reading and mathematics.	

